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ABSTRACT

Key points of presentations are captured in this report of a conference which addressed issues of concern to educators in Alaska's small schools. A total of 119 presentations are briefly summarized. Contents are organized under five headings: effective leadership strategies, curriculum and instruction, computers and telecommunication, assessment, and support programs. Subjects include principal networking, effective teaching, inservice training, school profiling, professional growth, state curriculum support services, Native culture and language teaching, parents as partners in bilingual language development, peer coaching programs, career education, the writing process in the rural classroom, teaching vocational education in academic classes, improving computer assisted instruction in small schools, Alaskan software, writing assessment, classroom assessment, district-wide assessment for rural districts, small school guidance and counseling strategies, Alaska Career Information System, stimulating parent involvement, student teaching in rural Alaska, new teacher certification regulations, and library organization for small schools. Also included is a list of 46 issues facing Alaskan educators as ranked by conference participants. Issues ranked as most important by all participants are declining state revenues, equitable school financing, long-range educational planning, changing curriculum/changing times, greater legislative priority for education funds, and negative perceptions of the teaching profession. Addresses of all conference presenters are provided. (NEC)

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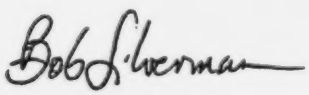
Introduction

The 1985 Small Schools Conference was a great success. We enjoyed our largest number of participants, almost 400 people attended the conference. Almost all of Alaska's school districts which have small schools were represented at the conference.

More than 100 presentations were made. The variety of topics presented is testimony to the many excellent educational efforts being conducted around the state. The workshop evaluations corroborate this conclusion.

Next year's conference again will be held in October. Please reserve October 22-24, 1986 and plan to join us in Anchorage. We hope to see many old and new friends at next year's conference.

Kelly Tonsmeire
Program Chair



Bob Silverman
Conference Coordinator

Contents

The contents of these proceedings are organized according to the five strands at the 1985 Small Schools Conference. Additionally, issues identified as important to participants at the conference and a listing of presenters are included.

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Major Presentations

Working Together to Fulfill Our Vision of What Small Schools Might Become

Roland Barth, Professor of Education, Harvard University

A school should be a community of learners including teachers, administrators and students, said keynote speaker Roland Barth, professor at the Harvard University Graduate School of Education.

Barth described qualities of successful small schools:

The ideal school has children discovering learning and adults re-learning. All share the joys, difficulties and satisfactions involved in the learning process. The principal should be the head learner and should model behavior for others. Learning should be celebrated year-round.

A successful small school is characterized by collegiality among staff. It can be recognized by positive answers to the following questions about staff:

- Do they talk to each other about the practice of teaching, about curriculum, and about students?
- Do they observe and learn from each other?
- Do they share knowledge with each other?
- Do they help each other do a good job, and do they share resources?

There is a high correlation between risk taking and learning. Principals, teachers and students have to model that behavior for each other.

The ideal school respects diversity. Differences are celebrated.

The school has room for philosophers who ask "why?"

The school values humor.

Each person in the school has chosen to be there.

The ideal school will have high standards, high expectations and a low anxiety level.

In conclusion, Barth posed five questions for the audience to ask themselves:

- Do you have a personal vision?
- What are the priority elements you really care about?
- How can you sharpen your goals?
- How can you solicit the vision of others?
- How do you reconcile your vision with the vision of others?

Getting It Together

Leland Dishman, Superintendent of Copper River Schools

Leland Dishman, superintendent of Copper River School District, named five basic rules to follow in putting together a good school program:

- Clearly define the curriculum.
- Set goals.
- Implement a discipline policy.
- Monitor student progress.

- Provide instructional leadership.

In addition, schools need to have a genuine pervasive caring that permeates the atmosphere.

According to a student survey, a teacher needs the following characteristics to be successful:

- Is positive
- Has a sense of humor
- Speaks to other people in the hall
- Is firm
- Is fair
- Is not boring
- Respects students
- Is not moody
- Is friendly
- Helps students
- Is willing to spend some of his or her own time on students
- Is willing to go the extra mile
- Takes chances
- Sets goals
- Has wit
- Tells students when they are doing well
- Knows the names of students.

How Small Schools Are Capitalizing on Unique Educational Opportunities

Judith Kleinfeld, Professor, University of Alaska—Fairbanks

Judith Kleinfeld, professor at the University of Alaska—Fairbanks, described innovative programs and some of her conclusions as a result of visiting a wide range of Alaska small schools.

In some small schools, teachers work with students individually and students tutor each other. These programs have more structure, are more adapted to learner needs, and give more feedback to students than conventional approaches. Students in tutorial programs demonstrate better self-esteem and learn 95 percent more on the average than students in conventional classroom situations.

Students in Alaska small schools benefit greatly from high technology. There is one computer for every four students in the state.

Students need counselors after high school to help them plan their futures, and to keep in touch when students go on to college or other types of higher education.

Teaching in small schools has improved because of:

- Better teachers with good training
- More money for teacher training
- High turnover bringing in new ideas and more possibilities for innovation
- Small schools bringing more flexibility to all Alaska schools

- Small schools staff having too many roles to play. This prompts innovation.

Local school boards and community members want to keep small schools. Many want boarding schools for their children.

More than 90 percent of potential students are staying in Alaska's small rural high schools.

Influencing the Direction of Schools of the Future

Don Ferguson, Entercom, Inc., Denver, Colorado

Don Ferguson of Entercom, Inc. of Denver, Colorado spoke of managing the future rather than letting it manage you. He said to manage the future is to have an awareness of what issues management is, to identify issues, then to get an audience to support those issues.

An issue is an internal or external trend or condition that may, will, or does affect the successful accomplishments of the organization. Issues begin by being identified. The key source of an issue is a special interest group or individuals who have a position counter to generally accepted conditions now existing. Every issue has its own constituency. Once an issue has been identified it will attract large numbers of support or die from lack of interest.

Issues Management is a rapidly growing function in business, industry, education, government, and non-profit agencies.

The steps in the Issues Management Process are:

1. Identification
2. Analysis
3. Prioritization
4. Strategy Development
5. Implementation
6. Analysis, Evaluation, Course Corrections
7. Post Analysis.

Issues Management allows us to take a lead in managing our organizations and have an active role in the change process.

Ferguson said educators should be aware of trends in economy, technology, and education. One trend he mentioned in education was that by 1990 there would be a shortage of 395,000 K-12 teachers in the United States.

Effective Leadership Strategies

Project Impact—Staff Development with Impact in Mainstream Preparation and Clinical Teaching

Jim Franco, Juneau Borough Schools

Participants in this session were treated to a taste of Project Impact training as a mini-input on "sponge" activities was demonstrated. The philosophical and research base of the Project were discussed. The Project's main objective is to ease the mainstreaming process by improving the instructional skills of the regular classroom teacher. One of the main components of the Project is classroom coaching, a process by which teachers visit each other for the purpose of providing feedback.

The Project was reviewed in its entirety and related to the research on effective staff development.

Successful Practices from Alaska's Small Schools

David Hagstrom, University of Alaska—Fairbanks

Dave Hagstrom described the need for principal networking across rural Alaska: there is good news about schooling practices in Alaska's small schools, and Alaska's small school leaders want to share that news. Principals, principal-teachers, and head teachers from Alaska's small schools want to meet together regularly, share concerns and successes, and grow as practitioners.

Hagstrom showed a videotape from last summer's Workshop for Small School Principals at the University of Alaska—Fairbanks and then introduced participants from last summer's conference, who shared their thoughts about the workshop. The presenters were: Jack Clark, Bob Bellmore, Terry McCarthy, Dennis Hoyt, Dewey Taylor, Gary Leighty, and Ken Satre. The principals plan to hold audioconferences in coming months, another meeting in February, and an expanded workshop for principals in Fairbanks next June. Jack Clark pointed out the group's "watch-words": "Bush is our location, not our league."

Teachers Teaching Teachers: A Multi-Media Inservice Series on Effective Teaching

Kelly Tonsmeire, Department of Education; Michael Opitz and Charlene Williams, Juneau Borough Schools

The presenters shared information on a multi-media inservice series designed to provide training in effective teaching for teachers whose principals are participating in the Department of Education's Alaska School Leadership Academy programs. The participants had an opportunity to review one videotape from the series.

School Profiling—The First Step to Effective Schooling

Mike Travis, Department of Education; Evelyn Brzezinski, Interwest Applied Research

The workshop presented a pilot school profiling project developed by the Department of Education to help small schools gather data on students, the school, staff, and community. Information will be used to develop a school improvement plan.

Training Resources for Principals and Teachers

Kelly Tonsmeire, Department of Education; Jim Franco, Juneau Borough Schools; Jerry Hartsock, Fairbanks North Star Borough Schools

An introduction to the Department of Education's research based Alaska School Leadership Academy training program, a project to enhance the instructional leadership skills of Alaska principals and other school leaders. Site administrators and key teachers from more than 80 percent of Alaska's school districts are involved in Academy training efforts in clinical teaching, clinical supervision, and curriculum alignment. The presenters described improvements in Fairbanks and Juneau schools as a result of the Academy program.

Leadership Academy training activities are taking place during the current school year, and summer institutes are planned in Juneau June 2-6, and Fairbanks August 11-15. follow-up training also is planned for the 1986-87 school year.

Developing Collegiality in Small Schools

Roland Barth, Harvard University

This session explored ways to develop cooperative relationships among school staff.

How to Make Small Schools a Context for Adult Learning

Roland Barth, Harvard University

Participants explored ways to work together to make small schools more enriching work environments.

Working as a Team: Improving School Climate and Student Achievement in Small Schools

Ralph Allen and Wayne Clark, Pelican City Schools

This presentation gave several workable solutions to the problems of small rural schools.

Lesson Analysis Practicum

Neal Large, Alaska Gateway Schools

The presenter shared excerpts from lessons videotaped in small schools and worked with participants to identify effective teaching strategies.

The Leader as Learner

Roland Barth, Harvard University

The session explored ways for school leaders to engage in continuous professional growth.

Principal/Teacher Forum: Issues & Solutions

Russ Johnston, Alaska Gateway Schools; Dewey Taylor, Kodiak Island Borough Schools

An opportunity for principal/teachers to discuss major topics of concern.

Curriculum and Instruction

Beginning Reading—What Works!

Annie Calkins, Department of Education

This popular session involved primary, elementary and kindergarten teachers along with administrators and University students majoring in education. Panel members were Ruth Mai from Seward, Geneva Brown from Unalakleet, Deanna Cole from Stony River, and Jean Ann Alter from Centralized Correspondence Study. Each described how she teaches reading, and fielded inquiries such as how to use one approach with bilingual students, or how to manage a program in a multi-graded class, or how to integrate a particular approach with what is taught at the first grade level. Approaches described included the use of Asper-Folta materials and themes, traditional basal reading series, language experience and the Key Word System. This sectional reflected current efforts to teach reading, writing, and communicating effectively in small schools.

Principles of Technology

Kelly Tonsmeire and Karen Ryals, Department of Education

The presenters introduced a new multi-media course of study developed by a consortium of 35 states. The course is designed to teach secondary students the science, math, and vocational skills necessary for careers in technological fields. Plans for implementing the Principles of Technology program throughout Alaska were shared.

State Curriculum Connections

Darby Anderson, Department of Education

The presentation focused on the leadership and support services being designed at the state level. The new state curriculum regulations state that each district will: have a written curriculum, assess students in at least math and reading, implement the curriculum through instructional practices, and evaluate the curriculum at least once every six years. To support this alignment concept, model curriculum guides in nine disciplines have been developed to serve as resources for local district personnel. A state six year curriculum review cycle established in June 1985 will focus periodically on specific content areas, with science and social studies the focus for 1986-87. A creative approach to monitoring of the regulations was developed in conjunction with local school districts and will be piloted in seven districts this year.

Teaching About Alaska and the Pacific Rim

Douglas Phillips, Anchorage Schools; Deanna Cole, Kuspuk Schools

This session described work of the Department of Education-sponsored Pacific Rim Task Force and discussed goals, objectives and strategies for teaching about Alaska and the Pacific Rim.

The Real World Through the Classics

Ron Scollon, Haines; Richard Dauenhauer, Sealaska Heritage Foundation

The presenters discussed four new comparative literature modules designed in a thematic approach to help Alaska teachers and students respond to world literary classics, including Alaska selections.

Alaska Natives and the Land

John Laughlin, Yukon Flats Schools

A demonstration of the multi-media course "Alaskan Natives and the Land," a land claims course developed by Central Alaska Curriculum Consortium and adopted by Yukon Flats School District.

Reading Comprehension in Cross-Cultural Perspective

Lisa Delpit and Perry Gilmore, University of Alaska—Fairbanks

Why do children in rural settings frequently have difficulty comprehending texts when they seem to have no problem "decoding" or reading orally? This presentation explored some of the theoretical explanations for this anomaly and suggested classroom strategies to improve reading comprehension for culturally different children.

Higher Level Thinking Skills for High School Students

Sharon Sonnenberg, Alaska Gateway Schools

The presenter demonstrated how teachers can use higher level thinking skills to plan lessons that teach applying, analyzing, synthesizing, and evaluating in all subject areas. Sample lessons in various subject areas were shared.

Gender Expectations and Student Achievement

Bonnie Faddis, Northwest Regional Education Laboratory

Participants engaged in a variety of activities designed to demonstrate bias in classroom interactions, and learned how to identify and reduce bias in their own teaching.

Go For It! Students, Math, Attitudes & Vocational Education

Linda Van Ballenberghe, Department of Education

A 30-minute video tape featuring nine Alaskan women working in construction related trades. The women describe skills and work attitudes necessary for success. Their discussion pinpoints the importance of motivation, perseverance, and the acquisition of basic skills to success after high school.

Parents as Partners in Language Development for Bilingual Students: Preschool-6th Grade

Mike Travis, Department of Education

This workshop presented the latest research on language development in bilingual/multicultural settings. It helped teachers identify language used in home, community, and school, and offered suggestions on how parents can help with language development.

Alaska State Writing Consortium

Annie Calkins, Department of Education; Paris Finley, Lower Kuskokwim Schools

A presentation for teachers new to the Writing Project as well as for veterans. Paris took the participants through a brief writing activity and highlighted steps of the writing process from pre-writing to publishing. Annie described the Consortium organization and how teachers in rural Alaska could become involved. Annie also reported on activities of six consortium sub-committees and plans for the future of special interest to small schools. Participants then divided into two groups. "Old" teachers who had been through training discussed successful and problematic activities in their classes. "New" teachers and administrators learned how to get their districts involved in the Writing Project.

ANCSA Curriculum—The Bristol Bay Curriculum Project

Jerry Lipka, University of Alaska—Fairbanks

This presentation described the Bristol Bay Curriculum Project, how a curriculum on the Alaska Native Claims Settlement Act was developed, and how to integrate into the curriculum the wealth of public information about land claims. Simulations and lessons from the Curriculum Project were shared and brief footage of the Bristol Bay Youth Conference was shown.

"Sensible" Science for Small Schools

Virginia Ruth Johnson, University of Alaska—Anchorage

This workshop focused on developing a science curriculum that will accommodate student interests, local environmental conditions and critical social issues while matching student cognitive abilities. A model science lesson demonstrated how to integrate science with other subject areas.

Peer Coaching Programs for Small Schools

David Newton, Annette Island School District

The discussion centered around a high school peer coaching program that works in small schools.

Mastery Learning in a Small Rural School

Gary Leighty and Russ Johnston, Alaska Gateway Schools

This session defined the philosophy of mastery learning, with examples of scheduling, grading policies and student grouping

Developing Relevant Curriculum for Rural Communities

Alan Dick, Iditarod Area Schools

This workshop illustrated skills for developing curriculum, attitudes that foster success, and concrete examples of "you-sized" projects.

Expanding the Basics—A Make and Take Workshop

Jan Stevens, Matanuska-Susitna Borough Schools

This presentation gave participants a chance to examine over 1,000 file folder activities and box and can games at a K-6 grade level. Handouts and many idea books were available for participants to use.

Looking Out the Window

Sue Ward, Salt Lake City, Utah

A career education program for grades 1—3 was presented. Materials were distributed.

Exercise Precautions & Limited Space Activities for Elementary Schools

Myra Howe, Department of Education; Joe Waters, Anchorage Schools

A two-part program focusing on P.E. activities for elementary students. Part one, exercise precautions, discussed and demonstrated the do's and don'ts of exercise programs. Part two, limited space activities, dealt with P.E. activities to do in the classroom when no gym or playground is available.

An Introduction to ANSCA

Paul Ongtooguk and Martin Laster, Northwest Arctic Schools

A brief history of the development and provisions of the Alaska Native Land Claims Settlement Act (ANCSA). The presenters discussed appropriate themes for teaching the Act, and ANCSA training the Northwest Arctic School District will provide in April on the LearnAlaska Network. This session was "attended" by eight participants in their home schools via audioconferencing.

Teaching Strategies & Techniques for Elementary Multi-Graded Classrooms

Deanna Cole, Kuspuk Schools

Presenter used discussion, hands-on materials, and examples to show teaching strategies and techniques that work in multi-grade elementary classrooms. Idea exchange was encouraged.

Successful Science Teaching in Rural Alaska—15 Bushy Years

Thomas G. Sheets, Iditarod Area Schools

Slides and discussion depicted rural science teaching with an emphasis on sensitivity to students' needs and an active approach to meeting those needs. Break included a "snack from the land." Afterwards, slides of hunting, fish camp, trapping and river-boating were shown.

Machiavelli in the Classroom: Mediating Between Theory and the Context of Rural Schools

Bill McDiarmid, Judy Kleinfield, Bill Parrett, and Claudia Douglas, University of Alaska-Fairbanks

The presenters have been studying effective teachers in rural Alaska for three years. This presentation covered many of the findings.

Practice Makes Perfect

Jim Franco, Juneau Borough Schools

During this presentation brain research was related to successful classroom techniques for increasing student retention. The 20 participants presented brainstorming strategies they use in their classrooms to help students remember important material. Those strategies were then related to the latest theories on memory.

Student Learning: The Impact of Teachers' Decisions

Jim Franco, Juneau Borough Schools

Research on student achievement has identified the essential elements of instruction which have the greatest impact on student performance. The Beginning Teacher Evaluation Study (Fisher and Berliner) showed the relationship between allocated time, engaged rate, content covered and success rate, and the impact that these variables had on instruction. Clinical teaching techniques and specific ideas to use in the classroom were discussed and related to the model. The purpose of the presentation was to demonstrate that effective teacher decisions regarding instructional methodology have a significant correlation with student achievement.

Where Time Gets Lost—

Jim Franco, Juneau Borough Schools

A number of research studies have demonstrated a significant relationship between instruction time and student achievement. Some classroom schedules use as much as 50 percent of the school day for purposes other than instruction. Teachers in this session were given an assessment process to identify the areas in which instructional time is lost. Action plans for improving the use of time then were discussed.

Learning Kit Development

Betty Bradlyn, Alaska State Museum

A new Alaska State Museum learning kit on Northwest Coast Indian Art has two independent components that can be used for curriculum enrichment material as mini-kits. The newly developed kit was shown and the new mini-kit idea, designed to serve more people than traditional learning kits, was explained.

A structured plan for developing individualized learning kits was distributed with discussion of how it could be used by individual teachers or teams from the district.

Student Team Learning

Richard C. Houghton, Northwest Arctic Schools

After viewing a filmstrip on student team learning, participants acted as students in a team learning environment. In a version of the teams games tournaments, everyone had an opportunity to take part in active learning.

Student Team Learning aims to teach basic skills, self-esteem, and liking of others in a cooperative learning environment. It is easy to incorporate, inexpensive, and fits nicely into a small rural schools delivery system.

Manipulative Math for Elementary Students

Elaine Griffin, Kodiak Island Borough Schools

This session covered the following topics:

- math manipulatives by category
- four ways of getting started with manipulatives
- standard repetitive phrases that help students associate manipulative activities with the appropriate mathematical symbols
- math topics that can be taught with manipulatives
- ideas for organization and record keeping
- correlating manipulatives with district or textbook objectives
- sources for materials.

Participants worked with cuisenaire rods, base 10 number blocks, egg carton fraction sets, and balance scales to learn how these materials can illustrate mathematical topics.

Battle of the Books

Susie Franklin, Kenai Peninsula Borough Schools

The Battle of the Books is a reading incentive program that works both in and out of the classroom. Fifteen books are selected for four grade levels (third/fourth, fifth/sixth, seventh/eighth, and high school). Students read the books on the grade lists and then have battles similar to the "College Bowl" competitions on campuses, answering questions that begin "In which book does..." Teams are selected on each grade level in each school. These teams compete for a district team, and then for a state team. Most battles outside the schools are conducted using LearnAlaska audioconferencing.

Lake & Peninsula's Successful Music & Art

Bruce Slama, Lake & Peninsula Schools

A successful itinerant art and music program depends upon many factors. Some of the more important are:

- Intense recruiting efforts that focus on realities of an itinerant teaching position
- Policy to financially assist the itinerant with higher housing costs caused by frequent moves
- A teaching schedule that takes into account local geographic and weather factors
- Inservice meetings once or twice a year to allow itinerants in the same field to plan their efforts and standardize curriculum
- Encouragement for staff to be involved in developing their traveling schedules.

Observation: A Rural Classroom Incorporates the Writing Process

Anne Brenner Armstrong, North Slope Borough Schools

This presentation focused on initiating the writing process. A videotape documented how the writing process was taught during fall months in a rural elementary school. Fluency and content writing activities were discussed. Participants practiced several activities. Goals and activities for developing writing and thinking skills through the remainder of the school year were discussed.

ANCSA, 1991 and Beyond

Fred Bigjim, Sheldon Jackson College

This presentation described two audioconference courses and a correspondence study course on the Alaska Native Claims Settlement Act and 1991 issues. Bigjim wrote these courses this past year for the University of Alaska Rural Education division with assistance from the Alaska Native Human Resource Development Program. The audience saw sample materials and resources available to teachers of ANCSA.

Participants discussed problems faced by Alaska Natives as 1991 approaches and many restrictions on sale of stock and land will be lifted unless ANCSA is amended. Questions such as the consequences of land transfers to IRA tribal governments, borough or municipal taxation policies, and Alaska Native Allotments were also debated.

Particular emphasis was given to the role of teachers and the educational system in presenting an unbiased approach to issues that tend to generate strong emotional responses. Bigjim stressed the importance of a balanced approach to the subject, the use of materials that express various points of view, and open discussion for successful teaching of ANCSA and 1991 issues.

Creative Community-Influenced Curriculum

Bob Moore and Don Bailey, Kenai Peninsula Borough Schools

In a culturally and linguistically unique community, the school must adapt local curriculum to meet community needs and cultural or linguistic characteristics. In the Russian Old Believer community of Nikolaevsk this has been accomplished by a supportive community and culturally sensitive educators in grades K-12.

By adopting and emphasizing local games, skills, and interests, Nikolaevsk School has helped reinforce individual, school and community pride. Books recording community life and experiences in Russian and English are being sold worldwide. Funds from book sales help finance school activities and travel while increasing student self esteem and confidence.

Wildlife Education and Math

Peggy Cowan, Department of Education

A multidisciplinary, thematic approach to instruction allows teachers to integrate relevant topics with their district curriculum objectives. This session introduced four Alaska wildlife curriculums—Alaska Sea and River Weeks, Project WILD and the CLASS Project. Activities from these curriculums were used to build a lesson in math, one of this year's focal disciplines in the state curriculum review cycle.

All of the curriculums were written by teachers and wildlife agency personnel or scientists. All had activities piloted in the classroom and field. All represent a curriculum guide or series of guides and a way of teaching. The curriculums are experiential in nature—three have a field trip component.

How Seven Alaska School Districts Are Preparing for 1991

Judy May, Central Alaska Curriculum Consortium, Inc.

Teachers and administrators from districts in the Central Alaska Curriculum Consortium gave a panel presentation on the ways those districts are helping prepare students for 1991 and beyond. Discussion covered such topics as the value of having materials from varying perspectives, the importance of teaching critical thinking skills, the need for a more effective blend of formal and informal education, and the role of the Consortium in coordinating some of the curriculum efforts by districts. The session included a display of Consortium products that are being used in this context, including multimedia kits on ANCSA and Alaska Economics.

Recycle/Alaska

Susan Super, Department of Environmental Conservation

This presentation introduced "Recycle/Alaska," the Department of Environmental Conservation litter and recycling curriculum for grades K-6. Participants received copies of the "Recycle/Alaska" curriculum kit, including teacher's guide, activities handbook and student worksheets; and they were introduced to the "3 Rs"—Reduce, Reuse, and Recycle. Background information was presented on the litter problem in Alaska, as were some solutions involving schools, students, and the community at large. The curriculum's major units and corresponding classroom activities were described: Natural Cycles, Human Interruption of Natural Cycles, Reduction (of the amount of waste we generate), Reuse, Recycle, and The Recycled Classroom.

Litterbits

Susan Super, Department of Environmental Conservation

Participants viewed "The Litterbits News Show," a three-part instructional video series designed to complement DEC's litter and recycling curriculum. The major educational objectives of Litterbits are to teach students about their environment, affect their attitude toward conservation of natural resources, and encourage their personal commitment to anti-litter, anti-waste behavior. The first of the three 15-minute programs introduces the problem of litter in Alaska and shows that, no matter what the amount, every litter bit hurts. Program No. 3 investigates the 3 Rs of litter prevention: reduction, reuse and recycling. The critical role of individuals in participating in these solutions is emphasized.

So You Want to Start a Band in Your School

Dick Barker, Lower Kuskokwim Schools

The workshop covered topics helpful for schools interested in starting band programs. Topics included: How Small a School Can Have a Band; Support Needed for Band Including Community, Administrative, and Financial; Facilities Necessary for Practicing; The Sources and Expense of Instruments and Supplies; Music Offerings as Alternatives to Band; and Questions to Ask in Starting a Band.

Teaching Vocational Education in Academic Classes and Vice Versa

Verdell Jackson, Department of Education

This session discussed how content of both academic and vocational courses needs to be relevant to students' needs in the modern world. In an age when each student can have a unique, diverse education, schools should not pursue sameness. Courses should equip students to deal with global problems concerning the environment and social development of individuals.

Computers and Telecommunication

Effective Methods of Improving Computer Assisted Instruction in Small Schools

Roberta Ward, Yukon/Koyukuk Schools

Effective use of computers in the classroom is related to many variables ranging from selection of software to teacher and student training and physical location of equipment. This session analyzed effects of these variables and suggested some simple, successful techniques to help teachers implement computer aided instruction into their curriculum and classrooms.

Student Video Productions

Ben Fewell, Department of Education

This presentation featured a panel of teachers showing how their students used video in different curriculum areas.

Individual Study by Technology Courses

Paul Berg, Department of Education

IST Computer courses, their uses and implementation in small schools was the basis for this presentation.

The Computer Center Revisited

Will Files, Yukon Flats Schools

A short video tape showed the Fort Yukon Computer Center in operation. Participants learned how the center has evolved and looked at the future directions.

Development and Implementation of an Electronic Bulletin Board/ Mail Drop System in Rural Alaska

Richard Anderson, Aleutian Region Schools

A functional bulletin board and mail system that allows transfer of documents such as time sheets, purchase orders, requisitions, attendance, and student prepared materials was described and demonstrated.

Software That Works!

Will Files, Yukon Flats Schools

Programs that have been successful were available for participants to review.

Alaskan Software for Alaskan Small Schools

Niki McCurry, Yukon/Koyukuk Schools

The presenter demonstrated six new computer programs developed by experienced Alaska educators for use in Alaska small schools. These unique programs focus on higher cognitive learning skills, including sentence combining, rhetorical organization, individual student diagnosis, and the Alaskan Writer, of particular interest to educators teaching Alaska Natives.

Teaching Strategies for Wordstar and Fancy Font Software in Language Arts Classes

Ronne Richter and Mike Boshka, Lake and Peninsula Schools

Presenters demonstrated how to modify an Apple computer so it will run CPM software. This will allow the use of the powerful work processing program WORDSTAR and the print program FANCY FONT. Strategies for using word processing with the writing process, particularly revision, publication, and journalism, were covered.

Training Via LearnAlaska ITV and Audio Conferencing

Paul Ongtooguk, Northwest Arctic School District; Marj Benning, U. of Alaska Instructional Telecommunications Services; and Kelly Tonsmeire, Department of Education

Presenters of this session shared their experiences in providing teacher training using instructional television and audioconferencing. Explored were access to the network available to school districts, reasons why a district, association, or department may choose this means of training, and outcomes of actual experiences with using technology.

Solutions Unlimited

Lois Stiegemeier and Paul Berg, Department of Education

This session provided information and previews of Solutions Unlimited, lessons in problem solving that integrate instructional television, computer assisted learning and print materials.

Audio is For Students Too!

Lois Stiegemeier and Paul Berg, Department of Education

Students from across the state demonstrated use of audioconferencing as an effective means of communicating. Students discussed projects they are working on and gave each other ideas while showing session attendees that audio can be effective when used directly with students.

ITV's Place in Small Schools—We Did It, You Can Too!

Frank Keim, Lower Yukon Schools; Ernie Manzie, University of Alaska—Fairbanks

These two educators discussed the varied effective ways they have used ITV with their students. The discussion ranged from using ITV with learning disabled students to making particular series an integral part of an entire course. The main points made by both presenters were that teachers should find programs that fit well with their curriculum and the importance of gearing activities around ITV programs so that students actively participate rather than passively watch programs.

Computer Application—Making the Plan Work

Kathy Formella, Dale Miller, and Brian Swett, Railbelt School District

An administrator, a computer coordinator, and a teacher from Railbelt School District described computer planning, applications and activities from the viewpoint of their respective roles.

They discussed such topics as: district procedures for long-range and short-range planning; use of a district computer committee comprised of teachers representing various schools; how the district has approached use and placement of hardware; software preview and evaluation; and need for staff inservice training. Specific student classroom activities were described also.

Participants each received a packet of hand-outs that described district procedures in detail.

Databases With Kids: The Whys and Wherefores

Vernon Campbell and Della Matthis, Anchorage Schools

One of the most important skills for the Information Age will be the ability to access databases. Children can easily be taught the simple keystrokes necessary to search a database, but the search strategies and thought processes necessary for successful information retrieval take a longer and more structured teaching process.

Those skills can best be taught sequentially, starting as early as second grade with simple databases on subjects of interest to young children. The next step is teaching children to construct a database using their own format and an easy way to use intermediate databases. This prepares children for the powerful databases used by business and information services. Participants were introduced to samples of each of the types of databases and given information on similar programs.

Assessment

Writing Assessment

Richard Stiggins, Northwest Regional Educational Laboratory; Evelyn Brzezinski, Interwest Applied Research

A status report on writing assessment was presented in two parts. Part one focused on large-scale writing assessment, giving an overview of writing assessment strategies and describing trends in statewide writing assessments across the nation and district-wide assessments in Alaska.

Part two reviewed problems in day-to-day classroom assessment of writing proficiency. These included lack of training and technical assistance for teachers, inconsistent definitions of good writing, and failure to plan scoring procedures carefully. The solutions discussed focused on allocating resources away from large-scale assessment and toward classroom assessment.

Classroom Assessment

Richard Stiggins, Northwest Regional Educational Laboratory

This session showed that assessment in schools includes more than standardized test scores. Teacher-made paper and pencil tests and such performance assessments as observations and judgements were described as the heart of classroom assessment. Specific strategies were presented for ensuring the quality and presenting the results of these assessments to the public. Total reliance on standardized test scores for accountability and as the criterion for school effectiveness research was seen as counter productive to school improvement.

Performance Assessment

Richard Stiggins, Northwest Regional Educational Laboratory

The purpose of this workshop was to teach participants to design assessments of student achievement based on teacher observation and professional judgement. After discussing examples and advantages of such "performance assessments," participants were taken through the processes of (a) defining a specific assessment situation, (b) planning a performance exercise, (c) defining the performance to be rated, and (d) designing specific rating procedures. Each participant created a blueprint of a performance assessment relevant to his or her classroom. Guidelines were presented for achieving the greatest possible validity, reliability and efficiency in performance assessments.

An overview of the highly successful Real Jobs Program, a school based business enterprise. Participants received information about incentive grants for implementing school based business projects.

Uses and Misuses of Norm Referenced Assessment

Elizabeth Hagen and H.D. Hoover, Riverside Publishing

H.D. Hoover spoke about the rising test scores across the nation.

Identifying Strengths and Needs of Preschoolers in Small Communities

Kathy Formella and Wilma Miller, Railbelt School District; Jackie Schackel, Easter Seals/PRASE

Jackie Schackel described how PRASE (Preschool Resources for Alaskan Special Education) can help school districts initiate preschool screening and assessment programs. She described the inservice training provided to Railbelt School District staff in conjunction with their efforts to establish a preschool screening process.

Kathy Formella and Wilma Miller described how Railbelt organized and conducted preschool screening throughout the district. Topics discussed were: philosophy of early intervention, selection of screening staff, staff training, identification of children to be screened, publicity and parent awareness, selection of screening instrument, specifics of screening organization, parent conferencing and follow-up, benefits of screening to children, parents, school and community.

District Writing Assessment Efforts

Annie Calkins, Department of Education

As more districts join the Alaska State Writing Consortium, the issue of writing assessment has become urgent. Many teachers and administrators have felt the positive impact of the writing process training in their classrooms and schools. People are now eager to assess more directly students' ability to express themselves effectively in writing. Panel members Peter Larson (Kenai), Caroline Linse (Lower Kuskokwim), Peggy Groves (Lower Kuskokwim), and Dave Dossett (Southeast Island) described why their districts conduct writing assessment and how they manage the process. Many useful and practical tips were offered. The panel members, part of a committee of the Alaska State Writing Consortium, will continue to offer technical assistance to other Alaska school districts.

Cognitive Styles as a Tool to Learning

Carole Veir, Department of Education

This workshop focused on how to identify students' cognitive learning styles and how to modify teaching and curriculum to better meet the needs of students who learn in various ways.

Alignment of Curriculum, Instruction, and Assessment

Evelyn Brzezinski, Interwest Applied Research

Strategies for creating alignment were discussed informally.

Small Schools and Vocational Assessments: Some Options

Warren Ellis, South East Regional Resource Center

A workshop to familiarize small school teachers with vocational assessment. A variety of currently used assessment instruments was presented along with an overview of the Career and Vocational Evaluation Center.

District Sampler—Assessment Programs That Work

Ralph Rudzik, Alaska Gateway Schools; Ray Fenton, Anchorage Schools; Al Hazelton, Department of Education

The session presented district assessment programs that are practical and that help promote student achievement.

Grade Inflation

Judith Kleinfeld, University of Alaska—Fairbanks

A and B grades in some village secondary programs have little relationship to the norms in the greater society. The illusion of academic competency can be quickly destroyed when the student confronts normal academic tasks at the University. The presenter and several practicing teachers shared their perceptions.

District-Wide Assessment for Rural Districts

Ed Obie, Department of Education

A presentation for staff responsible for annual district-wide assessment and ECIA Chapter I program planning. Participants learned to use assessment forms and materials to meet annual requirements.

Support Programs

School-Based Enterprises: Establishing Your Own

Linda VanBallenberghe, Department of Education; Warren Ellis, South East Regional Resource Center

An overview of the highly successful Real Jobs Program, a school based business enterprise. Participants received information about incentive grants for implementing school based business projects.

Academic Decathlon State Competition

Gladys Foris, Department of Education; Ken Klawunder, Alaska Gateway Schools

The Academic Decathlon is a 10-event contest of academic skills for juniors and seniors. This presentation described the competition and how schools can get involved.

Block-Time Scheduling; A Means of Bringing Community Resources to the High School

Gary Leighty, Alaska Gateway Schools

Through scheduling trimester blocks of instructional time, a school can persuade community talent to volunteer instructional services thereby expanding the range of course offerings.

Suicide in Rural Alaska: Perspectives on Prevention

Gerald Mohatt, University of Alaska—Fairbanks

This session presented statistics on the problem of suicide in rural Alaska and discussed early identification and ways that teachers and schools can help during high risk periods. Discussion focused on methods used to approach the problem and such aspects of its aftermath as grieving, bereavement and guilt.

Teacher-Based Research

Mary K. Healy, Co-Director, National Writing Project

Teachers make excellent researchers! The presenter described ways teachers can become active investigators within their own classrooms. She suggested how to collect data, how to write it up, places to publish and grants available.

Child Sexual Assault in Rural Areas: Issues and Solutions

Susan Leddy, S.T.A.R., Standing Together Against Rape

This workshop focused on the problem of child sexual assault in rural areas, and established a protocol for reporting cases and coordinating school districts and local agencies. Curriculums available in Alaska were displayed.

Postsecondary Follow-Through Program at Yukon-Koyukuk School District

Nathan Kyle, Yukon-Koyukuk Schools

This presentation discussed preventive dropout factors district staff consider when helping high school graduates to achieve their educational goals: 1) matching the right school with the right student; 2) prearrival requirements; 3) support services; 4) academic adjustments; and 5) social adjustments.

Rural Student Vocational Program—What Can It Offer Your Students

Suzanne Rogers, Rural Student Vocational Program, Nenana City Schools

A review of the RSVP program, emphasizing 1) vocational services for students 2) the role of schools in preparing students; 3) vocational work sites and standards for cooperative vocational education in Alaska; and 4) dollar costs to school districts.

Guidance and Counseling Strategies for Staff in Small Schools

Bob Van Slyke, Educational Consultant, Juneau

Counseling strategies for regular staff in small schools were presented.

Transition—Moving from School to Adult Life for Special Needs Students

Warren Ellis, South East Regional Resource Center

A presentation on helping special needs students move from a school world to adult life.

The Alaska Career Information System

Judy Miller, Department of Education

A presentation on Alaska's computerized system to help students make intelligent career choices.

Services for the Hearing Impaired

William Brelje, Alaska State School for the Deaf

Services available for hearing impaired students were discussed.

RECARE Study Skills

Diane Olson, St. Paul, Minnesota

A process for teaching study skills to high school students was presented in this National Diffusion Network program.

Elementary and Middle School Counseling and Guidance Programs

Nancy Seamount, Juneau Borough Schools

A sharing of resources to help small school staff meet student counseling.

Stimulating Parent Involvement—Ideas That Work

Jean Alter, Jean Marchese, Mary Lou Purvis, Department of Education

This presentation reviewed the research on parent involvement, described the elements of specific successful programs, and provided practical ideas for effective communication with parents.

Student Teaching in Rural Alaska

William Pfisterer, University of Alaska—Fairbanks

This presentation described the University's current student teaching program. Issues discussed included selection of student teachers, placement, supervision and evaluation.

Learning Styles: The Neuropsychological Explanation

Paul Goodwin, Department of Education

This workshop provided participants with an understanding of the neuropsychological basis for the concept of learning styles.

Need More Resources for your Small School? Get them from ALN (Alaska Library Network)!

Jo Morse and Mary Jennings, Alaska State Library

Participants found out how to get videotapes, books, films or technical assistance from various libraries in the state and the Alaska State Library.

Finance Study

Larry Hutzel, Department of Education

This presentation discussed the three-year effort to create an equitable foundation formula to fund Alaska's schools.

Student Corporations

Don Renfroe, North Slope Borough Schools

North Slope Borough School District has developed student corporations modeled after the regional and village corporations established by the Alaska Native Claims Settlement Act. The innovative approach can be adopted in other school districts.

Unlocking Your Potential: A Program That Works

Dick Anderson, EDGE, Inc.; Bill Allard, Dillingham City Schools

This presentation demonstrated how one Alaska School District has developed and used a strategy for motivating students.

Peer Helpers: Extending the Counselor's Impact

Jim Holen, President of Alaska School Counselors Association

This presentation discussed how to plan and implement a peer helpers program to extend guidance and counseling services in secondary schools. Also included were ideas on gaining staff support and selecting, training and supervising peer helpers.

Exchange Programs: Sharing Between Rural and Urban Schools

Jerry Hartsock, Fairbanks North Star Borough Schools

This presentation described one successful exchange program between a rural and an urban school. The discussion included specific information on funding and methodology so that other communities can duplicate the project.

Small Rural Schools in Japan

Bill Parrett, University of Alaska—Fairbanks

This session reported on the development and operation of rural schooling of Japan's northernmost island, Hokkaido. It included video, slides and research findings on effective rural Japanese schools from the winter 1984 Rural Schools in Japan Project.

School-Based Enterprises in the Rural School Curriculum

Raymond J. Barnhardt, University of Alaska—Fairbanks

Many schools in rural Alaska offer opportunities for students to engage in real-world endeavors as part of the school curriculum. This session provided an opportunity for teachers to exchange ideas about the value of such learning activities, and to consider the formation of a support network to enhance opportunities for schools to make better use of community resources.

Helping Your Students to Cope With Crisis Situations

Nancy Seamount, Juneau Borough Schools

Three approaches teachers and administrators in rural schools can use to help their students cope with crisis situations are: 1) establishing a guidance library in the classroom, 2) utilizing the guidance curriculums available, and 3) initiating a "Friendly Helper" Program.

Excellent children's books on the topics of divorce, stepfamilies, family alcoholism, death, domestic violence, and child physical and sexual abuse are available for every grade level and reading ability. A collection housed in the classroom can be a timesaving resource. The teacher can refer troubled students to certain books or have students read them to each other. Then the teacher doesn't have to be the "expert" on how to talk with children about each of these topics. The book can do the talking and the teacher can listen to the child reflect on the contents.

The Alaska Sister Schools Project

Annie Calkins, Department of Education; Bill Parrett, University of Alaska—Fairbanks

This luncheon roundtable was crowded. Teachers in small schools are interested in ways to help their students experience the world. Calkins and Parrett explained recent efforts of the Department of Education to link schools in Pacific Rim countries and Alaskan schools. The group discussed timelines for learning protocol for communicating with Asian people and the direction exchanges might take.

Teacher in Space

Richard Houghton, Northwest Arctic Schools; Jan Heinrich, Anchorage Schools

The Teacher in Space project for the State of Alaska was officially "kicked off" using a live television feed from Houston, Texas on the LearnAlaska instructional television network. The program featured Christa McAullife, U.S. Teacher in Space, and her back-up, Barb Morgan. Also on line via telephone were Jan Heinrich and Rich Houghton, Alaska's Teacher in Space candidates.

After an explanation of the activities Christa will be performing and lessons to be taught from the Space Shuttle, students and educators from around Alaska called in questions about the Teacher in Space project for Christa and Barb to answer. The program also showed taped highlights of the 10 finalists training in Houston in various simulators and tests.

Young Astronaut Program

Daniel Kunz, Young Astronaut Council, Washington, D.C.

The Young Astronaut Program, supported by 17 major corporations, is designed to encourage students in elementary and junior high schools to improve their performance in all subjects, but especially in science and mathematics.

Curriculum materials are developed, tested, and delivered to chapters which are formed in schools. These materials use the United States Space Program as the motivational catalyst for the students.

The materials are designed to extend the repetition of classroom teaching and are targeted to the teacher who must teach science and mathematics, but may be uncomfortable in that role. In addition, science and math teachers have also found the materials easily used in their courses.

Proposed New Teacher Certification Regulations

Charlie Mae Moore, Department of Education

An update on activities of Alaska's Task Force on Teacher Certification. The task force's report, recently submitted to the State Board of Education, was available for all workshop participants. Task force member Don MacKinnon from the Alaska Council of School Administrators described the priority areas in certification identified by the task force:

1. Levels of Certificates
2. Endorsements and Types of Certificates
3. University Staff Certificates
4. Certificate Renewal
5. Testing of Prospective Educators
6. Screening of Applicants
7. Certification Agency and Financing.

A question and answer session discussed possible changes in these priority areas and the impact such changes would have on education and teacher training programs. Many participants prepared written questions which were later given to the Department's representative and Certification Administrator, Charlie Mae Moore.

The task force, formed in March 1985 at the request of the State Board of Education, will continue to have the primary responsibility of advising the Board about possible changes in teacher certification for Alaska. Their final recommendations will be sent before the public for review sometime in early 1986.

"I Like Teaching, But Sometimes It Doesn't Like Me"—Recognizing and Reducing Stress

T.L. Tobin, Alaska Resources for the Moderately & Severely Impaired

A lifestyle approach to stress reduction (as presented in Tobin's book *Time Well Spent*—Special Edition for Teachers) begins with recognition of when you experience discomfort. People's experience of distress was shown to reflect an interaction between events in their lives and their preparation for and interpretation of change. The session offered three strategies for dealing with stress: 1) creative direct action, 2) re-framing or accepting the challenge of change, and 3) better daily preparation for the inevitable adjustments of living.

The unique demands of working with children in education require teachers to pay special attention to activities that deliver strength during the day. Good nutrition, quick relaxation exercises, and introducing challenges to private and professional lives were suggested to help meet the constant changes of each new day. Identifying personal strengths and uniqueness was suggested to reinforce creativity.

Lessons from Manokotak

Barbara Harrison, University of Alaska—Fairbanks

In the spring of 1984, a case study was conducted at the school in Manokotak, Alaska. This session reviewed and discussed findings in terms of their usefulness to educators in other areas of rural Alaska.

A high percentage of community members and school personnel in Manokotak believed their school was successful because teachers, parents, and students worked together to make it successful. In addition to their regular curriculum, the 13 certified teachers and principal provided a range of special programs and extracurricular activities. Four Yup'ik-speaking residents of the local community had completed B.Ed. degrees, and they served as certificated teachers in the elementary school. The Southwest Region School District encouraged community participation in the process of schooling. As a result, people in the study believed many people worked together to make their school successful.

Vocational Education "State Regulations for Vocational Education"

Karen Ryals, Department of Education

A brief overview of the vocational education regulations was followed by general discussion concerning the status of vocational education in rural schools. Participants expressed concerns about maintaining strong vocational programs as well as strong academic programs. Discussion continued about how vocational instructors teach academic skills.

School Lunch Program Resources

Elaine Nisonger and Bette Seaman, School Food Services Program Reviewers, Department of Education

The round table was arranged with various resources available from the Department of Education's School Food Services Office. These included Menu Planning Guide, Buying Guide, Improving School Image folders, Serving It Safely pamphlets, Youth Advisory Committee pamphlets, Preschool Menus and Activities books and management guidance booklets.

Representatives from School Food Services were available for questions and discussions. Questions were answered about starting new programs, USDA commodity transfers, and consolidating programs between new schools in a district. Attendees were encouraged to sign up for materials which would be mailed from Juneau. At the end of the round table, materials on hand were distributed on a first come, first serve basis.

Expanding the Horizons: Upward Bound

Frank Keim, Lower Yukon School District; Andrew Angaiak, University of Alaska-Fairbanks

This presentation offered an opportunity for conference participants to learn about the Upward Bound Program. Upward Bound's goals are to generate skills and motivation necessary for success in education beyond high school. Services provided under the program include instruction in basic skills, tutoring, personal counseling, academic advisement, careers exploration, on-campus residential programs and exposure to cultural events and academic programs not usually available to disadvantaged youth.

The Upward Bound summer residential component was discussed in detail. A videotape of activities from the 1985 summer program was shown to highlight some of the concepts involved such as teamwork and establishing relationships. References were made to the kinds of academic courses offered during the six-week program.

Finally, a presentation was made about the thematic approach used by one of the Upward Bound schools. Its important elements include reference search, interviews, community involvement, and publication of findings. The thematic approach encourages students to become a part of the decision-making process regarding topic selection as well as participating in the project's educational evolvement.

Library Organization for Small Schools

Jean Graves, Iditarod Area Schools

This presented helped six enthusiastic participants learn how to turn their school book collections into organized libraries. The process involved separating books into categories and then using a simple cataloging system to label books and create a card catalog to locate information. The group was small enough so there was a good deal of exchange among the participants. Ordering information for library supplies—pockets, bookends, etc.—was provided along with recommended library book purchases.

Academic Intervention Program

Carol Tauriainen-Ernst, Kenai Peninsula Borough Schools

Academic Intervention is a team approach developed by the staff of Kenai Junior High School. It is designed to help students who are not achieving academic success and who are not eligible for special services help. The team meets with students and uses the STP (Situation, Target, Proposal) process of problem solving to identify specific needs. The team remains as a support system to allow each student to take responsibility for his or her success. The program is in its third year.

Issues Identification

During the 1985 Small Schools Conference, participants were asked to rank issues of serious importance which face Alaska educators. Participants ranked 46 issues identified by a group of public education leaders in July, 1985. The top five issues for groups attending the conference are:

Teachers:
- Child abuse
- Greater legislative priority for educational funds
- Long-range educational planning
- Declining state revenues
- Changing curriculum/changing time

Principals:
- Long-range educational planning and Changing curriculum/changing times (tie)
- Equitable school financing and Educational technology (tie)
- Staff development and inservice and Declining state revenues (tie)

Central office staff:
- Declining state revenues and Equitable school funding (tie)
- Destiny of small high school
- Greater legislative priority for educational funds
- Teacher competency

Other respondents:
- Equitable school financing
- Declining state revenues
- Long-range educational planning
- Destiny of small high school and Role of school in 1991 Alaska Native Claims Settlement Act

The complete list of issues ranked by participants appears next. The issues are listed and numbered in order of importance to all groups combined.

1. Declining state revenues
2. Equitable school financing
3. Long-range educational planning
4. Changing curriculum/changing times and
5. Greater legislative priority for education funds (tie)
6. Negative perception of teaching profession
7. Destiny of the small high school
8. Child Abuse
9. Teacher competency
10. Role of school in 1991 Alaska Native Claims Settlement Act
11. Continuing education/lifelong learning

12. Academic accountability
13. Meet cultural needs of Alaska students
14. Changing family roles and
15. Identify and use new resources for learning (tie)
16. Innovative instruction
17. Educational technology
18. Development of Alaska-specific curriculum materials
19. Staff development and inservice
20. Increased public involvement
21. Early childhood education
22. Student assessment
23. Public school role in a global economy
24. Local control
25. School facilities
26. Training local people as teachers
27. Equity in taxation
28. Increasing litigation
29. Teaching students morals and values
30. Consistent concept of education
31. Equal education opportunity
32. Teacher shortage
33. Develop local tax base in all school districts
34. School district communication w/State Board of Education and
35. Staff reductions (tie)
36. Student discipline
37. Working parents/single parents
38. Vocational education regulations
39. Increased state standardization
40. School voucher system
41. Standardize curriculum
42. School district communication w/Governor's office
43. Rising pupil transportation costs
44. Decline in enrollment
45. Unionization of staff
46. Private schools

Participants also were asked to add other issues they believed to be important. Additional issues identified were:

- Certification
- Rural counseling services
- Fundamentalism
- Vocational and career education
- Teacher/administrator preparation

- Teacher tenure
- School/community relations
- Extra-curricular activities and travel
- Parenting skills
- Special education curriculum
- P.L. 642
- Music and art availability
- Multicultural education

The information gathered during the 1985 Conference will be used in the planning of the 1986 Conference.

Presenters

Allard, Bill
Dillingham City Schools
Box 202
Dillingham, AK 99576

Allen, Ralph
Pelican City Schools
Box 603
Pelican, AK 99832

Alter, Jean
Department of Education
Centralized Correspondence Study
Pouch GA
Juneau, AK 99811

Anderson, Darby
Office of Curriculum Services
Department of Education
Pouch F
Juneau, AK 99811

Anderson, Dick
EDGE Learning Institute
7121 27th St. West
Tacoma, WA 98466

Anderson, Richard
Aleutian Region School District
640 West 36th Ave., Suite 3
Anchorage, AK 99503

Angaiak, Andy
Upward Bound
University of Alaska—Fairbanks
5th Floor, Gruening Bldg.
Fairbanks, AK 99775

Armstrong, Anne Brenner
Ipalook Elementary
Box 450
Barrow, AK 99723

Bailey, Don
Nikolaevsk Elementary High School
Box 129
Anchor Point, AK 99556

Barker, Richard
Bethel Regional High School
Box 305
Bethel, AK 99559

Barnhardt, Raymond J.
College of Human & Rural Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Barth, Roland
Professor of Education
Harvard University
Longfellow Hall, Appian Way
Cambridge, Mass. 02138

Benning, Marj
University of Alaska
Instructional Telecommunications Services
2533 Providence Drive
Anchorage, AK 99503

Berg, Paul
Office of Instructional Services
Department of Education
Pouch F
Juneau, AK 99811

Bigjim, Fred
Sheldon Jackson College
Box 479
Sitka, AK 99835

Borgman, Diane
McNeil Canyon Elementary
Pouch 15015
Fritz Creek Branch
Homer, AK 99603

Boshka, Mike
Newhalen School
Box 96
Iliamna, AK 99606

Bowling, Jackie
Deering School
Deering, AK 99736

Bradlyn, Betty
Alaska State Museum
Pouch FM
Juneau, AK 99811

Brelje, William
Alaska State School for the Deaf
4420 East 20th
Anchorage, AK 99508

Brown, Geneva
Unalakleet Schools
Unalakleet, AK 99684

Brzezinski, Evelyn
Interwest Applied Research
1500 SW Fifth Ave., Suite 2404
Box 8189 University Station
Portland, OR 97207

Calkins, Annie
Office of Curriculum Services
Department of Education
Pouch F
Juneau, AK 99811

Campbell, Vernon
Anchorage Schools
4600 DeBarr Rd.
Pouch 6-614
Anchorage, AK 99502

Chrysler, Sherrie
Juneau Borough Schools
10014 Crazy Horse Dr.
Juneau, AK 99801

Clark, Wayne
Pelican City Schools
Box 603
Pelican, AK 99832

Cole, Deanna
Stony River School
General Delivery
Stony River, AK 99763

Cowan, Peggy
Office of Curriculum Services
Department of Education
Pouch F
Juneau, AK 99811

Dauenhauer, Richard
Sealaska Heritage Foundation
9085 Glacier Highway
Suite 301
Juneau, AK 99801

DeLargy, Paul
South East Regional Resource Center
218 Front St.
Juneau, AK 99801

Delpit, Lisa
College of Human & Rural Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Dick, Alan
Iditarod Area Schools
Box 135
McGrath, AK 99627

Dishman, Leland
Copper River Schools
Box 108
Glennallen, AK 99588

Dossett, Dave
Southeast Island Schools
Box 8340
Ketchikan, AK 99901

Douglas, Claudia
University of Alaska—Fairbanks
Fairbanks, AK 99775

Ellis, Warren
South East Regional Resource Center
218 Front St.
Juneau, AK 99801

Presenters

Faddis, Bonnie
Northwest Regional Education Laboratory
300 SW Sixth Ave
Portland, OR 42-97204

Fenton, Ray
Anchorage Schools
4600 DeBarr Road
Pouch 6-614
Anchorage, AK 99502

Ferguson, Don
Entercom, Inc.
425 S. Cherry
Denver, CO 80222

Fewell, Ben
Office of Instructional Services
Department of Education
Pouch F
Juneau, AK 99811

Files, Will
Yukon Flats Schools
Box 359
Fort Yukon, AK 99740

Finley, Paris
Bethel Regional High School
Box 305
Bethel, AK 99559

Fisher, Bill
Venetie School
Venetie, AK 99708

Foris, Gladys
Office of Instructional Services
Department of Education
Pouch F
Juneau, AK 99811

Formella, Kathy
Railbelt School District
Drawer 129
Healy, AK 99743

Franco, Jim
Juneau Borough Schools
B2 Parkshore Condos
800 F Street
Juneau, AK 99801

Franklin, Susie
Kenai Peninsula Borough Schools
Box 2215
Soldotna, AK 99669

Fuerstenau, Mark
Yukon/Koyukuk Schools
Box 309
Nenana, AK 99760

Gilmore, Perry
College of Human & Rural Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Goodwin, Paul
Department of Education
Pouch F
Juneau, AK 99811

Graves, Jean
Iditarod Area Schools
Box 90
McGrath, AK 99627

Griffin, Elaine
Chiniak School
722 Mill Bay Road
Kodiak, AK 99615

Groves, Peggy
Kwethluk High School
General Delivery
Kwethluk, AK 99621

Hagen, Elizabeth
Riverside Publishing
1763 Gardena Ave.
Glendale, CA 91204

Hagstrom, David
College of Human & Rural Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Harrison, Barbara
College of Human & Rural Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Hartsock, Jerry
Fairbanks North Star Borough School District
651 Hemple
Fairbanks, AK 99701

Hazelton, Al
Office of Assessment & Evaluation
Department of Education
Pouch F
Juneau, AK 99811

Healy, Mary
National Writing Project
ED 24, School of Education
University of California—Berkeley
Berkeley, CA 94720

Heinrich, Jan
Anchorage Schools
4600 DeBarr Road
Pouch 6-614
Anchorage, AK 99502

Holen, Jim
Wasilla High School
Box 1580
Wasilla, AK 99687

Hoover, H.D.
Riverside Publishing
1763 Gardena Ave.
Glendale, CA 91204

Houghton, Richard
Noatak High School
General Delivery
Noatak, AK 99761

Howe, Myra
Office of Special Services
Department of Education
Pouch F
Juneau, AK 99811

Huxel, Larry
Department of Education
Pouch F
Juneau, AK 99811

Jackson, Verdell
Office of Adult & Vocational Education
Department of Education
Pouch F
Juneau, AK 99811

Jaynes, David
AK Council of Teachers of English
Box 3184
Kodiak, AK 99615

Jennings, Mary
Alaska State Museum
650 W. International Airport Rd.
Anchorage, AK 99502

Johnson, Virginia Ruth
School of Education
University of Alaska-Anchorage
2651 Providence Dr.
Anchorage, AK 99501

Presenters

Johnston, Russ
Mentasta Lake School
Mentasta, AK 99780

Jones, Lois
Homer Senior High School
Pouch 500
Homer, AK 99603

Keim, Frank
Scammon Bay Schools
Scammon Bay, AK 99662

Klawunder, Ken
Alaska Gateway Schools
Box 226
Tok, AK 99780

Kleinfeld, Judy
College of Human & Rural
Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Kunz, Daniel
Young Astronaut Council
P.O. Box 65432
Washington, DC 20036

Kyle, Nathan
Yukon/Koyukuk Schools
Box 309
Nenana, AK 99760

Large, Neal
Walter Northway School
Pouch B
Northway, AK 99764

Larson, Peter
Kenai Peninsula Borough Schools
Box 1200
Soldotna, AK 99669

Laster, Martin
Northwest Arctic Schools
Box 51
Kotzebue, AK 99752

Laughlin, John
Fort Yukon School
Fort Yukon, AK 99740

Leddy, Susan
S.T.A.R.
Standing Together Against Rape
P.O. Box 103356
Anchorage, AK 99510

Leighty, Gary
Dot Lake School
Dot Lake, AK 99737

Linse, Caroline
Lower Kuskokwim Schools
Box 305
Bethel, AK 99559

Lipka, Jerry
P.O. Box 10160
Dillingham, AK 99576

McCurry, Niki
Yukon/Koyukuk Schools
Box 309
Nenana, AK 99760

McDiarmid, Bill
College of Human & Rural
Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Mai, Ruth
Seward Elementary School
Box 247
Seward, AK 99664

Mannie, Ernie
College of Human & Rural
Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Marchese, Phyllis
Centralized Correspondence Study
Department of Education
Pouch GA
Juneau, AK 99811

Mathis, Della
Anchorage Schools
4600 DeBarr Rd.
Pouch 6-614
Anchorage, AK 99502

May, Judy
Box 83069
Fairbanks, AK 99708

Miller, Dale
Anderson School
Box 3120
Anderson, AK 99760

Miller, Wilma
Easter Seals
620 E 10th Ave
Suite 203
Anchorage, AK 99501

Mohatt, Gerald
College of Human & Rural
Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Moore, Bob
Nikolaevsk Elementary High School
P.O. Box 129
Anchor Point, AK 99556

Moore, Charlie Mae
Department of Education
Pouch F
Juneau, AK 99801

Morse, Jo
Alaska State Library
650 W. International Airport Rd.
Anchorage, AK 99502

Newton, David
Annette Island Schools
Box 7
Metlakatla, AK 99926

Nisonger, Elaine
134 Meadow Creek Dr.
Eagle River, AK 99577

Obie, Ed
Office of Supplemental Programs
Department of Education
Pouch F
Juneau, AK 99811

Olson, Diane
1897 Delaware Ave.
West St. Paul, MN 55118

Ongtooguk, Paul
Kotzebue High School
Kotzebue, AK 99752

Opitz, Mike
Gastineau Elementary School
10014 Crazy Horse Dr.
Juneau, AK 99801

Parrett, Bill
College of Human & Rural
Development
University of Alaska—Fairbanks
Fairbanks, AK 99775

Peacock, Al
Kotzebue Elementary School
Kotzebue, AK 99572

Pfisterer, William
Department of Education
University of Alaska—Fairbanks
Fairbanks, AK 99775

Phillips, Doug
Anchorage Schools
4600 DeBarr Rd
Pouch 6-614
Anchorage, AK 99502

Presenters

Purvis, Mary Lou
Centralized Correspondence Study
Department of Education
Pouch GA
Juneau, AK 99811

Renfroe, Don
North Slope Borough Schools
Box 169
Barrow, AK 99723

Richter, Ronne
Lake & Peninsula Schools
P.O. Box 96
Iliamna, AK 99606

Roberts, Kathy
Alaska Arts in Education
Box 770
Kodiak, AK 99615

Rogers, Suzanne
Rural Student Vocational Program
515 7th Ave, Rm 140
Fairbanks, AK 99701

Ryals, Karen
Department of Education
Pouch F
Juneau, AK 99811

Schakel, Jackie
Easter Seals
620 E. 10th Ave.
Suite 203
Anchorage, AK 99501

Scollon, Ron
Box 578
Haines, AK 99827

Seaman, Bette
5105 Whispering Spruce
Anchorage, AK 99516

Seamount, Nancy
Glacier Valley Elementary
10014 Crazy Horse Dr.
Juneau, AK 99801

Sheets, Thomas G.
Iditarod Area Schools
Box 11
McGrath, AK 99627

Sileo, Tom
School of Education
University of Alaska—Anchorage
3211 Providence
Anchorage, AK 99508

Slama, Bruce M.
Lake & Peninsula Schools
Box 498
King Salmon, AK 99613

Sonnenberg, Sharon
Box 226
Tok, AK 99780
Alaska Gateway Schools

Stevens, Jan
Willow Elementary School
Box 69
Willow, AK 99688

Stiggins, Rick
Northwest Regional Education
Laboratory
300 SW Sixth Ave.
Portland, OR 42-97204

Stiegemeier, Lois
Office of Instructional Services
Department of Education
Pouch F
Juneau, AK 99811

Super, Susan
Dept. of Environmental
Conservation
Pouch O
Juneau, AK 99811

Swett, Brian
Anderson School
Box 3120
Anderson, AK 99760

Tauriainen-Ernst, Carol
Kenai Junior High School
Box 1508
Kenai, AK 99611

Taylor, Dewey
Larsen Bay Elementary School
Larsen Bay, AK 99624

Thomas, David
Juneau Borough Schools
10014 Crazy Horse Dr.
Juneau, AK 99801

Tobin, Toben L.
Alaska Resources for the Moderately
& Severely Impaired
2211-B Arca Drive
Anchorage, AK 99508

Tonsmeire, Kelly
Department of Education
Pouch F
Juneau, AK 99811

Travis, Mike
Office of Special Services
Department of Education
Pouch F
Juneau, AK 99811

Van Ballenberghe, Linda
Department of Education
Pouch F
Juneau, AK 99811

Van Slyke, Bob
North Slope Borough Schools
Box 169
Barrow, AK 99723

Veir, Carole
Department of Education
Pouch F
Juneau, AK 99811

Ward, Roberta Potter
Kaltag School
Kaltag, AK 99748

Ward, Sue
Salt Lake City, Utah

Waters, Joe
Chinook Elementary School
3101 W 88th Ave.
Anchorage, AK 99502

Williams, Charlene
Gastineau Elementary School
10014 Crazy Horse Dr.
Juneau, AK 99801